



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10741262
SAU: Hermon School Department
School: Hermon Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 3

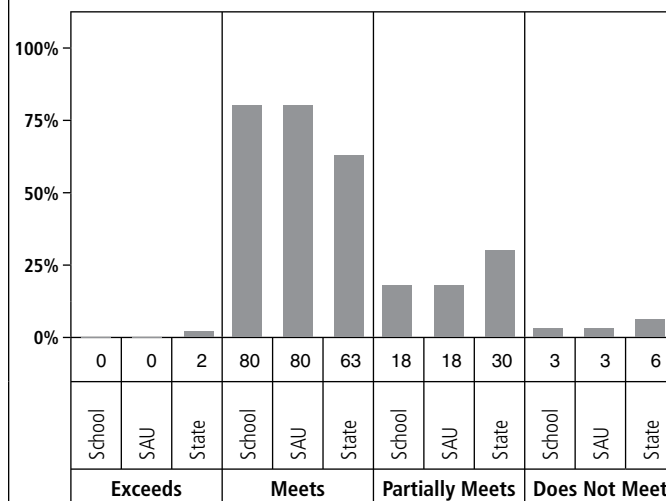
SAU: Hermon School Department

School: Hermon Elementary School

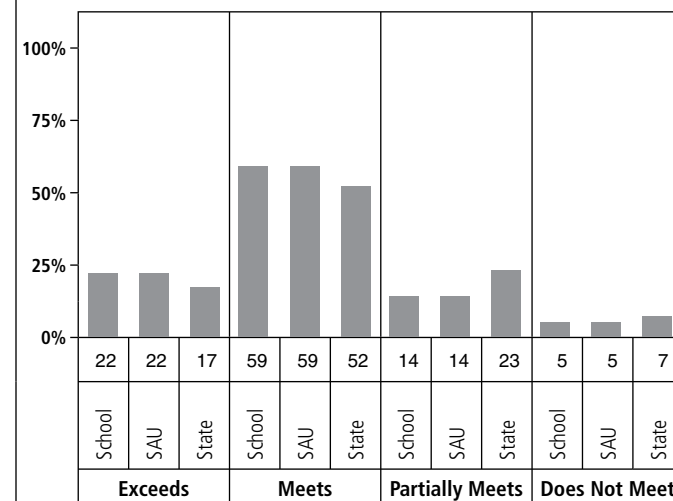
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	346	346	345
2007–2008	347	347	344
2008–2009	346	346	345
Cum. Avg.*	346	346	345
Mathematics			
2006–2007	347	347	347
2007–2008	351	351	347
2008–2009	351	351	348
Cum. Avg.*	350	350	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Hermon School Department
School: Hermon Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	80	100	80	100	13763	100	79	99	79	99	13691	100	79	99	79	99	13691	100						
Ethnicity African American/Black	2	3	2	3	416	3	2	100	2	100	412	99	2	100	2	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	1	1	1	1	232	2	1	100	1	100	226	97	1	100	1	100	227	98						
Hispanic	1	1	1	1	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	76	95	76	95	12846	93	75	99	75	99	12788	100	75	99	75	99	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	16	13	16	2414	18	13	100	13	100	2388	100	13	100	13	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	20	25	20	25	5887	43	20	100	20	100	5847	100	20	100	20	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	68	85	68	85	10316	75	68	85	68	85	10355	75						
Identified disability (PET/IEP)	4	6	4	6	437	4	4	6	4	6	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	11	14	11	14	3179	23	11	14	11	14	3152	23						
Identified disability (PET/IEP)	9	82	9	82	1757	55	9	82	9	82	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	2	18	2	18	1192	37	2	18	2	18	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	1	1	1	1	53	0	1	1	1	1	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Hermon School Department
School: Hermon Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	3	4	3	4	332	2
	2007-2008	1	2	1	2	227	2
	2008-2009	0	0	0	0	262	2
	Cum. Total*	4	2	4	2	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	48	72	48	72	8691	63
	2007-2008	42	71	42	71	8403	62
	2008-2009	63	80	63	80	8500	63
	Cum. Total*	153	75	153	75	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	13	19	13	19	3781	27
	2007-2008	14	24	14	24	4018	30
	2008-2009	14	18	14	18	3985	30
	Cum. Total*	41	20	41	20	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	4	3	4	1021	7
	2007-2008	2	3	2	3	938	7
	2008-2009	2	3	2	3	748	6
	Cum. Total*	7	3	7	3	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	30.0	65.2	30.0	65.2	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	21.4	66.9	21.4	66.9	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.6	61.4	8.6	61.4	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 3

SAU: Hermon School Department

School: Hermon Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	0	0	63	80	14	18	2	3	346	79	0	80	18	3	346	13495	2	63	30	6	345
Ethnicity																						
African American/Black	2										2						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	1										1						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	75	0	0	60	80	13	17	2	3	346	75	0	80	17	3	346	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	7	54	4	31	2	15	341	13	0	54	31	15	341	2194	0	32	50	18	338
No	66	0	0	56	85	10	15	0	0	347	66	0	85	15	0	347	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	79	0	0	63	80	14	18	2	3	346	79	0	80	18	3	346	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	20	0	0	14	70	5	25	1	5	345	20	0	70	25	5	345	5721	1	52	39	9	342
No	59	0	0	49	83	9	15	1	2	347	59	0	83	15	2	347	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	79	0	0	63	80	14	18	2	3	346	79	0	80	18	3	346	13489	2	63	30	6	345
Gender																						
Female	37	0	0	31	84	5	14	1	3	347	37	0	84	14	3	347	6568	3	67	26	4	346
Male	42	0	0	32	76	9	21	1	2	345	42	0	76	21	2	345	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	79	0	0	63	80	14	18	2	3	346	79	0	80	18	3	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	79	0	0	63	80	14	18	2	3	346	79	0	80	18	3	346	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Hermon School Department

School: Hermon Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State								
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score			
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%				
How much homework do you do on school nights?																									
A. none	5	0	0	2	50	1	25	1	25	341	5	0	50	25	25	341	5	1	44	39	16	340			
B. less than one hour	92	0	0	59	82	12	17	1	1	347	92	0	82	17	1	347	80	2	66	28	4	345			
C. one to two hours	3	0	0	1	50	1	50	0	0	345	3	0	50	50	0	345	13	2	61	32	6	344			
D. more than two hours	0										0						3	1	36	45	18	339			
Which of the following best describes how you rate yourself as a student in reading?																									
A. very good	33	0	0	23	88	3	12	0	0	349	33	0	88	12	0	349	47	3	68	24	4	346			
B. good	46	0	0	27	75	9	25	0	0	346	46	0	75	25	0	346	41	1	62	31	5	344			
C. fair	19	0	0	11	73	2	13	2	13	343	19	0	73	13	13	343	9	0	51	41	8	342			
D. poor	3	0	0	2	100	0	0	0	0	345	3	0	100	0	0	345	2	0	30	51	19	338			
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																									
A. The questions on the test match what I have learned in reading class.	34	0	0	22	85	4	15	0	0	348	34	0	85	15	0	348	31	3	63	28	6	345			
B. They match some of what I have learned.	52	0	0	34	85	6	15	0	0	347	52	0	85	15	0	347	49	2	68	26	3	345			
C. They match just a little of what I have learned.	9	0	0	4	57	1	14	2	29	339	9	0	57	14	29	339	14	1	53	39	7	342			
D. There is no match.	5	0	0	3	75	1	25	0	0	345	5	0	75	25	0	345	6	0	43	43	14	340			
How hard was the reading part of this test?																									
A. harder than my regular schoolwork	22	0	0	10	59	5	29	2	12	345	22	0	59	29	12	345	18	1	50	38	11	342			
B. about the same as my regular schoolwork	65	0	0	45	88	6	12	0	0	347	65	0	88	12	0	347	57	2	68	26	3	346			
C. easier than my regular schoolwork	13	0	0	7	70	3	30	0	0	345	13	0	70	30	0	345	25	1	61	31	6	344			
How hard were the reading passages on this test?																									
A. Most of the passages were harder than what I normally read.	12	0	0	3	33	4	44	2	22	340	12	0	33	44	22	340	15	0	38	48	14	340			
B. Most of the passages were about the same as what I normally read.	54	0	0	37	88	5	12	0	0	346	54	0	88	12	0	346	48	2	66	29	4	345			
C. Most of the passages were easier than what I normally read.	35	0	0	22	81	5	19	0	0	349	35	0	81	19	0	349	37	3	70	23	4	347			
How much time do you spend reading at home each day?																									
A. more than one hour	17	0	0	13	100	0	0	0	0	348	17	0	100	0	0	348	22	3	67	25	4	346			
B. 20 minutes to an hour	62	0	0	38	79	10	21	0	0	347	62	0	79	21	0	347	46	2	68	26	4	346			
C. less than 20 minutes	12	0	0	6	67	1	11	2	22	341	12	0	67	11	22	341	18	1	56	36	8	343			
D. I rarely read at home.	10	0	0	5	63	3	38	0	0	345	10	0	63	38	0	345	14	0	50	40	10	341			
How many pages do you read in school and to complete homework assignments?																									
A. five or fewer pages	14	0	0	7	64	2	18	2	18	341	14	0	64	18	18	341	29	1	56	36	7	343			
B. six to ten pages	19	0	0	11	73	4	27	0	0	347	19	0	73	27	0	347	21	2	62	31	5	344			
C. eleven or more pages	66	0	0	43	84	8	16	0	0	347	66	0	84	16	0	347	50	3	68	25	5	346			
Optional school/SAU question																									
A.	0										0														
B.	50	0	0	0	0	1	100	0	0	340	50	0	0	100	0	340									
C.	0										0														
D.	50	0	0	1	100	0	0	0	0	344	50	0	100	0	0	344									

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Hermon School Department
School: Hermon Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	7	10	7	10	1985	14
	2007-2008	12	20	12	20	2277	17
	2008-2009	17	22	17	22	2328	17
	Cum. Total*	36	18	36	18	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	38	57	38	57	6990	51
	2007-2008	35	59	35	59	6764	50
	2008-2009	47	59	47	59	7045	52
	Cum. Total*	120	59	120	59	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	19	28	19	28	3673	27
	2007-2008	10	17	10	17	3504	26
	2008-2009	11	14	11	14	3137	23
	Cum. Total*	40	20	40	20	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	3	4	3	4	1193	9
	2007-2008	2	3	2	3	1044	8
	2008-2009	4	5	4	5	997	7
	Cum. Total*	9	4	9	4	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	33.9	70.6	33.9	70.6	31.5	65.6
A. Number	20	42	14.0	70.0	14.0	70.0	12.8	64.0
B. Data	8	17	6.3	78.8	6.3	78.8	6.1	76.3
C. Geometry	8	17	6.3	78.8	6.3	78.8	5.5	68.8
D. Algebra	12	25	7.3	60.8	7.3	60.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 3

SAU: Hermon School Department

School: Hermon Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	17	22	47	59	11	14	4	5	351	79	22	59	14	5	351	13507	17	52	23	7	348
Ethnicity																						
African American/Black	2										2						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	1										1						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	75	16	21	45	60	10	13	4	5	351	75	21	60	13	5	351	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	13	2	15	6	46	2	15	3	23	340	13	15	46	15	23	340	2204	6	36	36	22	338
No	66	15	23	41	62	9	14	1	2	354	66	23	62	14	2	354	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	79	17	22	47	59	11	14	4	5	351	79	22	59	14	5	351	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	20	4	20	11	55	4	20	1	5	350	20	20	55	20	5	350	5727	10	48	31	12	343
No	59	13	22	36	61	7	12	3	5	352	59	22	61	12	5	352	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	79	17	22	47	59	11	14	4	5	351	79	22	59	14	5	351	13501	17	52	23	7	348
Gender																						
Female	37	7	19	20	54	8	22	2	5	350	37	19	54	22	5	350	6568	16	52	24	8	348
Male	42	10	24	27	64	3	7	2	5	352	42	24	64	7	5	352	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	79	17	22	47	59	11	14	4	5	351	79	22	59	14	5	351	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	79	17	22	47	59	11	14	4	5	351	79	22	59	14	5	351	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Hermon School Department

School: Hermon Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	50	1	25	1	25	336	5	0	50	25	25	336	5	9	38	32	21	340
B. less than one hour	92	16	22	43	60	10	14	3	4	352	92	22	60	14	4	352	80	19	54	22	5	349
C. one to two hours	3	1	50	1	50	0	0	0	0	358	3	50	50	0	0	358	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	12	46	12	46	2	8	0	0	360	33	46	46	8	0	360	40	25	51	17	7	351
B. good	47	5	14	27	73	4	11	1	3	351	47	14	73	11	3	351	45	14	56	24	6	348
C. fair	18	0	0	7	50	4	29	3	21	338	18	0	50	29	21	338	12	7	49	34	10	343
D. poor	1	0	0	0	0	1	100	0	0	334	1	0	0	100	0	334	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	10	36	14	50	4	14	0	0	356	36	36	50	14	0	356	38	23	52	19	5	351
B. They match some of what I have learned.	53	6	15	29	71	5	12	1	2	351	53	15	71	12	2	351	45	16	56	22	6	348
C. They match just a little of what I have learned.	8	0	0	2	33	1	17	3	50	330	8	0	33	17	50	330	12	10	45	33	12	343
D. There is no match.	4	1	33	1	33	1	33	0	0	350	4	33	33	33	0	350	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	1	13	1	13	3	38	3	38	335	10	13	13	38	38	335	17	8	45	34	13	342
B. about the same as my regular schoolwork	66	9	18	35	69	6	12	1	2	351	66	18	69	12	2	351	59	19	55	21	5	350
C. easier than my regular schoolwork	23	7	39	9	50	2	11	0	0	359	23	39	50	11	0	359	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	1	25	2	50	0	0	1	25	349	5	25	50	0	25	349	15	8	41	35	15	341
B. 30–45 minutes	17	4	31	6	46	3	23	0	0	355	17	31	46	23	0	355	29	16	54	23	6	348
C. 45–60 minutes	39	5	17	15	50	7	23	3	10	347	39	17	50	23	10	347	32	21	55	19	5	350
D. more than 60 minutes	38	7	24	21	72	1	3	0	0	355	38	24	72	3	0	355	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	50	1	50	0	0	342	3	0	50	50	0	342	6	6	33	39	23	337
B. two or three days a week	6	2	40	2	40	1	20	0	0	352	6	40	40	20	0	352	12	15	55	22	8	348
C. two or three times each month	49	8	21	26	68	3	8	1	3	353	49	21	68	8	3	353	26	20	56	19	5	350
D. never or almost never	42	7	22	16	50	6	19	3	9	350	42	22	50	19	9	350	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	42	4	13	17	53	7	22	4	13	346	42	13	53	22	13	346	37	14	51	27	9	346
B. two or three days a week	26	3	15	14	70	3	15	0	0	352	26	15	70	15	0	352	27	20	55	19	6	350
C. two or three times each month	22	6	35	10	59	1	6	0	0	357	22	35	59	6	0	357	19	22	53	19	6	350
D. never or almost never	9	3	43	4	57	0	0	0	0	360	9	43	57	0	0	360	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	340	50	0	0	100	0	340						
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	360	50	0	100	0	0	360						